BOOKS IN OUR FUTURE

A REPORT
FROM THE LIBRARIAN OF CONGRESS
TO THE CONGRESS

JOINT COMMITTEE ON THE LIBRARY
CONGRESS OF THE UNITED STATES
WASHINGTON 1954

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S. Con. Res. 59 Agreed to November 18, 1983

Ninety-eighth Congress of the United States of America

AT THE FIRST SESSION

Begun and held at the City of Washington on Monday, the third day of January, one thousand nine hundred and eighty-three

Concurrent Resolution

Whereas the Congress of the United States has built and nurtured a library preeminent in the world:

Whereas this Library beginning as a small collection of books has now grown to over eighty million items in all formats encompassing all areas of knowledge;

Whereas eighteen million of these items are conventional books which throughout history have been the most powerful and democratizing learning devices known to mankind;

Whereas the book is now among the least expensive and most widely accessible means to liberty and learning;

Whereas advances in technology over the last two decades have in many ways complemented the book as a learning tool;

Whereas rapidly advancing technologies and electronic printing and publishing are revolutionizing the world of learning and the role of the book in the future; and

Whereas the Congress in 1977 established the Center for the Book in the Library of Congress to study the development of the written record in our society: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That—

(1) a timely study of the changing role of the book in the future is highly desirable;

(2) the Congress authorizes the Librarian of Congress, under the auspices of the Center for the Book of the Library of Congress, to conduct such an inquiry;

(3) in conducting such a study, the Librarian of Congress shall seek the advice and assistance of persons highly knowledgeable about the role of the book in civilization and the influence of new technologies on the future of the book;

(4) such persons should include scholars, authors, educators, publishers, librarians, scientists, and individuals in computer technology, industry, and labor; and

(5) the Librarian of Congress should transmit the results of such a study to the Congress of the United States not later than December 1, 1984.

Attest:

William F. Hildenbrand

Secretary of the Senate.

Attest:

By Marilyn Courtot
Assistant Secretary.

Benjamin J. Guthrie

Clerk of the House of Representatives.

LETTER OF TRANSMITTAL

DEAR MR. PRESIDENT AND MR. SPEAKER:

It is my privilege to transmit to you this report on *Books in Our Future*, which is forwarded in accordance with S. Con. Res. 59, agreed to November 18, 1983. This Resolution, sponsored by Senator Charles McC. Mathias, Jr., authorized a study of the changing role of the book in the future, to be made by the Librarian of Congress under the auspices of the Center for the Book in the Library of Congress.

This report draws on interviews with authors, publishers, booksellers, computer experts, librarians, scientists, educators, and scholars and on the experience of the staff of the Library of Congress. It also draws on discussions at meetings of the National Advisory Board of the Center for the Book and at a meeting of the Advisory Committee on the Book in the Future, held at the Library of Congress on March 7, 1984. The conclusions are those of The Librarian of Congress. Some advisers do not agree with some of the conclusions. A supplementary volume containing the views of project advisers and consultants will be published in 1985.

Ours is a Culture of the Book. Our democracy is built on books and reading. This tradition is now threatened by the twin menaces of illiteracy and aliteracy. We must enlist new technologies with cautious enthusiasm in a national commitment to keep the Culture of the Book thriving. What we do about books and reading in the next decades will crucially affect our citizens' opportunities for enlightenment and self-improvement, their ability to share in the wisdom and delights of civilization, and their capacity for intelligent self-government. There could be no more appropriate effort to fulfill the hopes of our nation's founders, nor any more appropriate celebration of the bicentennial of our Constitution, than to aim to abolish illiteracy in the United States by 1989.

DANIEL J. BOORSTIN
The Librarian of Congress

THE HONORABLE GEORGE BUSH
President of the United States Senate

THE HONORABLE THOMAS P. O'NEILL, JR.
Speaker of the United States House of Representatives

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PART ONE

The Culture of the Book: Today and Tomorrow

"I cannot live without books. . . ."

Thomas Jefferson to John Adams

BOOKS IN OUR LIVES

WE AMERICANS have a habit of writing premature obituaries. Our love of novelty and our speedy pace of change tempt us to imagine that the new technology buries the old. A century ago some predicted that the telegraph and the telephone would spell the end of the postal system. Television of course brought prophecies of the demise of radio. In this century more than once we have heard enthusiasts for a new technology predict the demise of the book. When the automobile first became popular some actually said that few Americans would stay home reading when they could be riding the countryside in their flivvers. The rise of photography, phonography, and the movies led others to foresee the disappearance of the book from the classroom. It would be displaced, they said, by the latest "audiovisual aids." But today textbooks still dominate the classroom.

THE CULTURE OF THE BOOK

Meanwhile, books in their traditional form encompass us in a thousand ways. Each of our major religions is a religion of the book, with sacred texts that are the source and the vehicle of theology, morality, and hopes for the future. Our education has been built around books. The structure of our political life rests on our books of law, history, geography, and biography. Books are the main source of our knowledge, our reservoir of faith, memory, wisdom, morality, poetry, philosophy, history, and science.

The book-stored wisdom of the Bible, Locke, Burke, Blackstone, and the great authors of the European liberal tradition was the foundation for the grand experiment of our Founding Fathers. They put the free access to printed matter, along with freedom of religion, among the first items of the first article in the Bill of Rights of our Constitution. "I cannot live without books," declared Thomas Jefferson after his books were shipped from Monticello to become the foundation of the renewed Library of Congress in 1815. And at once he began building a new personal library. Without books we might be tempted to believe that our civilization was born yesterday—or when the

latest newsmagazine went to press. The very omnipresence of books leads us to underestimate their power and influence. One measure of their meaning to mankind is the desperate hunger of people in unfree societies to read everything that is not government-authorized pap.

It is no accident that people everywhere have considered books sacred and have made them the source and the vehicle of their religious faith. For the power of the book has been uncanny, mysterious, inestimable, overpowering, and infinite—just as the activity of reading has a unique individuality, intimacy, and privacy.

Our civilization is a product of the Culture of the Book. Of course, the book itself—the printed, bound volume—is a triumph of technology. But when we speculate on the future of the traditional book we are not thinking about a single product of technology. Never since the discovery of fire and the invention of the wheel has any other innovation had so pervasive and so enduring an influence on ways of thinking, feeling, worshipping, teaching, governing, and discovering. The revolution since Gutenberg is without precedent. Its consequences are yet to be seen in much of the world. This effect, in Thomas Carlyle's familiar words, was "disbanding hired armies, and cashiering most kings and senates, and creating a whole new democratic world."

We all have an enormous vested interest in the book. The Library of Congress possesses some 18 million volumes, accumulated over two centuries at a cost of hundreds of millions of dollars. In the United States today there are more than 100,000 libraries—federal, state, and city, public, special, school, and institutional—which house at least 200 million volumes, constantly increasing. The Library of Congress alone receives 1,000 new volumes from all over the world every day.

We see books everywhere, of every conceivable variety, in homes and schools, in offices and workshops. Not only Bibles, prayer books, dictionaries, encyclopedias, and textbooks, but also novels, books of mystery, romance, travel, nature, and adventure, and children's books, along with how-to-do-it books on sewing, car repair, home maintenance, computers, gardening, athletics, and health, not to mention telephone books, mail-order catalogs, and company directories. Books are everyday fixtures of our lives, guides and measures of our civilization. To try to extract the book from our lives would be fatal, but luckily this is impossible.

Our long investment in books is only one reason to expect the book to remain a fertile resource in the America of the next decades. The proverbial convenience, accessibility, and individuality of the book are unrivaled now or by any new technology in sight. The book is independent of outside power sources, and offers unique opportunities for freedom of choice. "One reads at one's own speed," Vincent Canby reminds us, "in short snatches on the subway or in long, voluptuous withdrawals from the world. One proceeds through a big, complex novel, say *War and Peace*, or *Crime and Punishment*, like an exceptionally well-heeled tourist in a foreign landscape, going slowly or fast depending on the roads, on one's own mood and on the attractions along the way. If one loses something, one can always go back to pick it up." For all these reasons, books are messengers of freedom. They can be hidden under a mattress or smuggled into slave nations.

We Americans have never been inclined to underestimate new technologies, nor have we held on sentimentally to the ways of our grandparents. Our faith in obsolescence comes from the amazingly speedy changes in our ways of life. Naturally, then, we enjoy science-fiction fantasies of a world of microchips, where our library-store of books has become obsolete and our personal bookshelves unnecessary. For we eagerly discard the old if there seems a newer, more interesting—even if more complicated—way of doing the same task. Rube Goldberg gave us an eloquent slogan for our national way of life: "Do It the Hard Way!"

A NATION OF READERS?

BEFORE WE TRY TO ASSESS the effect of new technology on the book in the future, we must ask some elementary questions. Today, what is the state of book publishing, bookselling, and libraries? How many Americans are reading books? Who are they? Is their number increasing or decreasing?

The very qualities that are the unique delight and glory of the book—privacy, intimacy, individuality, variety, and endless

interstitial opportunities for use and enjoyment—make a nation's reading difficult to put in statistics. And when people are asked they seldom underestimate their reading.

BOOK PUBLISHING AND BOOKSELLING

Still, there are copious facts about the publishing and sale of books. As this report goes to press, statistics from *Book Industry Trends 1984*, the *Bowker Annual of Library and Book Trade Information*, and *Publishers Weekly* indicate that the book-publishing industry is healthy.

Domestic expenditures on books, which showed an average annual increase of 10.3 percent in dollars from 1979 to 1983, are projected by industry statisticians to show an average annual increase of 13 percent in dollars from 1983 to 1988. Sales for the industry rose from $3,177,200,000 in 1972 to $8,821,700,000 in 1983. The number of U.S. book titles published has been increasing moderately in most years for the last decade—from 38,053 in 1972 to 53,380 in 1983. Fiction as well as nonfiction titles (biography, history, political science, sociology, economics, and science and technology) have increased.

The amount of money spent for buying books is increasing, and this trend is expected to continue. U.S. expenditures on books rose by 47.8 percent, from $7,304,500,000 in 1979 to $10,798,300,000 in 1983. The number of bookstores has increased significantly, from 11,786 in 1973 to 19,580 in 1984. At the same time that outlets for books have been increasing in number, they have been becoming more conspicuous and more accessible.

Books have become visible in drugstores, supermarkets, and airports. Discount book chains find locations in shopping malls and at traffic centers downtown. These outlets have further democratized book buying—reaching not only the traditional "book lover" but also the broad base of non-book-oriented shoppers. Critics have suggested that these large new market opportunities have persuaded some publishers to limit their lists to titles that they can expect to be featured by the chains, leaving some new, radically innovative authors and narrow-interest books unpublished. But these discount chains have attracted new book-buyers and encouraged more imaginative, more energetic, and more competitive marketing of books.

According to the Bureau of the Census, the number of

book publishers in the United States has increased from 1,250 in 1972 to 2,128 in 1982. "Niche" publishing and marketing has created new, narrow channels for the sale of books. Some publishers and booksellers with the help of the computer have begun targeting a small list of titles to specialized audiences. The capacity of the computer to analyze the proliferating mailing lists—from credit card and catalog purchases, club and association memberships, and subscription lists of special interest magazines—has helped focus the making and selling of books in a way that reduces waste and maximizes profits. Now a publisher can produce books on World War II airplanes or mushroom-raising or steam railroads with a newly reliable estimate of potential customers. With specialized book publishing have come specialized bookstores focusing on a single audience—for regional books, hobbies, mysteries, science fiction, health, or the environment.

The general bookstore with a large stock of older as well as current books has become harder to find. Some of us miss the informed friendly advice and personal service of a well-read bookseller. And we miss the delights of browsing in the miscellaneous stock of a secondhand bookstore. These have tended to become "antiquarian" bookstores, putting out-of-print books beyond the pocketbook of the casual reader.

THE ACTIVE READER

Questions about book-*reading*, as distinct from book-*selling* and book-*buying*, are, of course, more difficult to answer. For "reading" a book can mean many different things—from browsing to careful note-taking. How many Americans, beyond the reach of the "required reading" of the schoolroom, are reading books? How many books are they reading? What is the effect on book-reading of the competition of new leisure activities and new technologies?

Recent studies by the industry and sociologists give us some helpful clues. The first national survey of reading habits by the Book Industry Study Group (BISG) was released at the Library of Congress in 1978. Based on 1,450 in-depth interviews of a representative sample of the population by Yankelovich, Skelly and White, Inc., the study provided some data on the personality profile of the American book-reader. The results of a second BISG survey, made in 1983, confirmed the findings of the first.

According to the two surveys, about one-half of the American public can be called book-readers, that is, they have read one or more books in the last six months.

Popular stereotypes of readers, it seems, are misleading us. The 1978 BISG survey suggests that the "bookworm," the near-sighted recluse who seeks asylum from the world, is a figment of our imagination. He is not typical of our heaviest readers today. Active people are book-readers, and book-readers are generally active people. The heaviest readers of books, the study showed, take part in their church, their political party, sports, and community affairs. The study found that retired people, who are also less active in other ways, read less than other people, and not necessarily because of physical problems. Americans over the age of sixty-five read much less than younger Americans. The 1983 BISG survey confirmed these findings and added more evidence that we must think of book-reading not as a passive condition but as an engaging *activity*.

The spread of television, with its new forms of passivity, brings a new, and even more urgent significance to reading. Our dictionaries define activity as "energetic action; liveliness, alertness"—certainly desirable in citizens of a free republic. The more constructively active people are, the more likely they are to be readers of books. Readers of books are likely to be alert citizens. When we help people improve their reading skills, and motivate them to read books, we are not merely opening their avenues to culture and enlarging the audience for literature. We are giving them a technique that will enrich the community.

ELASTIC TIME

Another hasty assumption is that time given to new forms of leisure activity is necessarily subtracted from that given to older forms. In 1976, sociologist Theodore Caplow and his colleagues returned to "Middletown" (Muncie, Indiana), the scene of the 1929 and 1937 landmark studies of American daily life by Robert and Helen Lynd. Of course, television was hardly known when the earlier studies were made. But in 1977 Caplow, as reported in *Middletown Families: Fifty Years of Change and Continuity* (Minneapolis, 1982), found the median time for viewing television was about twenty-eight hours per week. Though some of this "viewing" was "so passive as not to

interfere with conversation, study, or housework," most viewers could recall the programs they said they had watched. The average workweek in Middletown at this time was thirty-eight hours and the average schoolweek about thirty-two hours. This meant that for adults and young people television was engaging nearly as much time as their main daytime occupation.

"What other activities were displaced by television?" Professor Caplow asked. Surprisingly, his findings indicated that other communication media were not displaced at all. Newspaper circulation had kept pace with the population. Radio listening had not declined. Motion picture attendance, though it had temporarily declined, was now rising to the level of the 1920s. Parents at Middletown dinner tables were complaining that television had driven out books. But there was solid evidence to the contrary. Per capita circulation of public library books was no less than in 1925, and now there was a greater ratio of nonfiction to fiction. In the meantime, new sources of books had appeared. While in 1925 there were no bookstores in Middletown, in 1977 there were thirteen, and books were being sold, too, in many other retail outlets. Per capita circulation of national magazines had also increased. Every participant sport (except billiards) found in Middletown in 1925 had relatively more per capita participants in 1977, and dozens of new sports had been taken up. In 1977 Middletown had seven bowling centers, five golf courses, and a thousand home swimming pools.

Where had all the extra hours come from? At least in that typical American community, time given to television was not taken from time given to reading. The sociologists had to invent the notion of a "leisure explosion." People are not necessarily reading books less because they are doing other things they were not doing before. Productivity of leisure hours seems to have increased as much as productivity of work hours. In our technological society, time seems to have become uncannily elastic. People do more these days.

THE TWIN MENACES: ILLITERACY AND ALITERACY

NEW TECHNOLOGIES ARE NEW ALLIES in our national effort to inform and educate Americans. We must enlist the new technologies with cautious enthusiasm. The threat to a knowledgeable citizenry is not from new technology. But there is a threat from our hasty readiness to exaggerate or misconceive the promise of new technologies, which carries the assumption that the Culture of the Book is a thing of the past. Today we are failing to do all we should do to qualify young Americans to read and so draw on the main storehouse of our civilization. We are failing to provide enough access to books. And we can do much more to increase the motivation to read.

We must face and defeat the twin menaces of illiteracy and aliteracy—the inability to read and lack of the will to read—if our citizens are to remain free and qualified to govern themselves. We must aim to abolish illiteracy in the United States by 1989.

ILLITERATES: AMERICANS WHO CAN'T READ

Our whole society—our public and private institutions and our families—must take responsibility for helping our citizens learn to read. The evidence suggests that our nation as a whole is not doing a good job. According to *A Nation at Risk*, the report of the National Commission on Excellence in Education, at least 23 million adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension. And the pool of adult illiterates is growing by about 2.3 million persons each year (including school dropouts, immigrants, and refugees). Some 40 percent of our seventeen-year-olds cannot draw inferences from written material, and only one-fifth can write a persuasive essay. The 1983 BISG survey reports that since 1978 the reading of books has declined among sixteen- to twenty-one-year-olds. And as we have noted, the reading of books has declined also among Americans over the age of sixty-five, only 29 percent of whom reported reading a book in the last six months.

Most disturbing is the widely noted decline in emphasis on reading and writing in our elementary and secondary schools.

With this has come a decline in the reading of the classics of the English language. These are displaced by textbooks and other teaching materials that do not develop and stretch reading skills in the early stages of education. Instead of more "difficult" works that extend the vocabulary and increase the reader's confidence, pupils read current and "newsworthy" items that often prove of only transient interest. Every textbook should be an aid to literacy.

Many school libraries have been neglected or abolished. In few school libraries have the expenditures kept up with the level necessary to maintain a basic book collection. In 1983, in the country as a whole, the *School Library Journal* reports that the average annual rate of expenditures for books for school libraries was $4.58 and the median was $3.71 per pupil, less than half the cost of one new or replacement hardcover book. While the prices of children's books have risen 30 percent and adult nonfiction and reference books have risen in price even more since 1978, the average per-pupil expenditure for books in this period has increased only 33 cents or about 7 percent. School library budgets for the next years are not expected to rise significantly. As school funds are curtailed, school libraries are among the first targets, especially in elementary schools.

For adults, too, our publicly supported institutions that encourage the reading of books have too often declined or disappeared. Some once-strong urban public library systems, like that in Detroit, have been withering for lack of funds. The Detroit Public Library now has new hope, thanks to a tax increase approved by the citizens of Detroit in mid-1984, but the problem persists there and in other cities. Chicago, for example, has been struggling to find support for an adequate public library facility. But what happened in Detroit and the recent spectacular renaissance of the New York Public Library, with the aid of private funds, have set examples for other metropolitan libraries, and show what can be done by energetic leadership and an awakened citizenry.

Libraries are too often given a low funding priority—below sewage, street maintenance, and police. In the very neighborhoods where people most need constructive leisure and self-improvement activities, libraries often cease to be accessible, though they could serve as avenues to upward mobility, as antidotes to juvenile delinquency, and as the most open of universities. While our national budget for defense increases and

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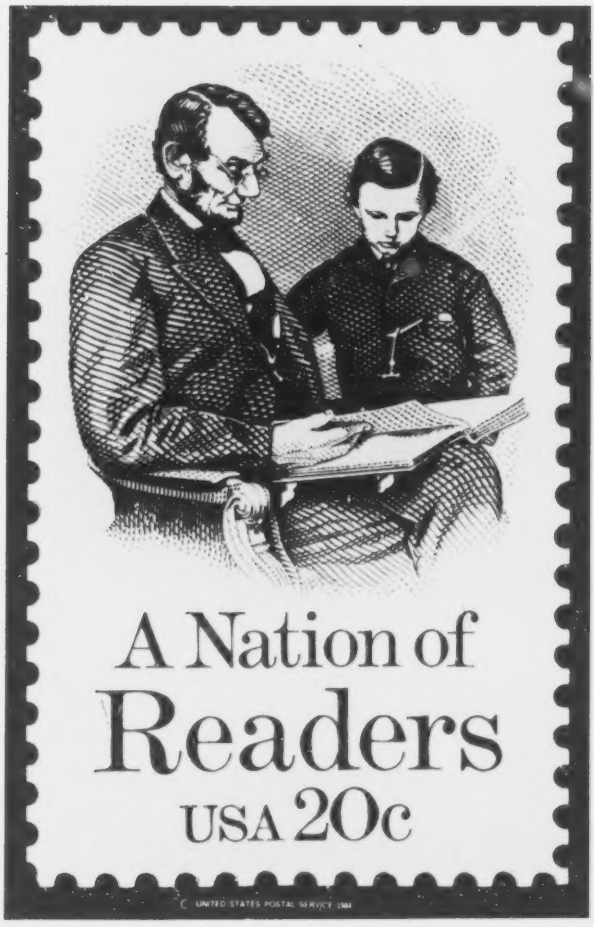
while the weapons of defense become ever more sophisticated, requiring literate citizens to operate them, the facilities to help Americans become literate and remain literate do not keep pace.

ALITERATES: AMERICANS WHO DON'T READ

An *aliterate* is a person who can read but who does not, or who reads only under compulsion. In the United States today aliteracy is widespread. Although the total number of book-readers (those who have read one or more books in a six-month period) has increased in the last five years by about 8 million, this reflects an increase in population and the advance of the postwar baby boom generation into the prime reading years (thirty- to thirty-nine-year-old group). The percentage of adult Americans who could read a book but do not has remained constant at about 44 percent. The BISG survey reports that in the last five years the proportion of "heavy book-readers" (those who have read twenty-six or more books in the previous six months) has increased from 18 percent to 28 percent of all book-readers. But book-reading in the under-twenty-one age group appears to have declined in these years from 75 percent to 62 percent, and, as we have seen, at the same time book-reading in the sixty-five and older age group has also declined. Women, it appears, read more than men, whites read more than other Americans, and single adults read more than married ones. White collar workers read about a third more than blue collar workers. Young adults read much more than older adults. In summary, only about half of all Americans read some books each year.

READING BEGINS AT HOME

The best way to motivate people to read is to encourage reading at home and early in life. The 1983 BISG survey confirmed that book-reading is greatest among children whose parents or guardians value reading both for pleasure and as a key to achievement. Children who read a great deal were regularly read to by their parents, grandparents, or older brothers and sisters. As outlined in a special, thirty-six-page summary of the 1983 BISG survey released at the Library of Congress on April 11, 1984, 83 percent of the parents of children who were classified as heavy readers



A commemorative stamp issued by the U.S. Postal Service at the Library of Congress on October 16, 1984.

said they encouraged their children to read and appreciate books, as compared to only 57 percent of the parents of light readers. More children would be reading—and would themselves become avid readers—if their parents were readers, talked about what they had read, and encouraged the family to read at home.

SENIOR ALITERATES

Another group of aliterates—Americans who could and should be reading more books—offers some more puzzling problems. According to the Census Bureau, today 11.2 percent of the U.S.

population is sixty-five or older, and it is estimated that the percentage will be over 13 percent by the year 2000 and nearly 20 percent by the year 2025. These aging Americans read less than the population as a whole. As we have indicated, of those over sixty-five, only some 29 percent are book-readers, compared with 50 percent of the whole population. Physical disabilities are one reason, but apparently not the crucial one. Older non-book-readers appear to suffer from lack of motivation to read. Why? Books offer companionship and keep people alert and active. We need to discover the causes and find ways for books to enrich the lives of our senior citizens.

PRISONER ILLITERATES

A special group who suffer both from illiteracy and aliteracy are Americans in prison. At the present time there are over half a million prisoners in federal and state prisons, of whom about 95 percent will be released eventually. According to the Correctional Education Association, at least 60 percent of the prisoners are functionally illiterate—they cannot read, write, or compute at the third-grade level. Courts have held that the Constitution requires prisons to have a law library for the benefit of prisoners. These libraries vary widely in quality. But most prison libraries are meager, and far too little attention is given to helping our prison population acquire or improve reading skills. Yet no other single skill would be as important in helping prisoners find a productive place in society after their release. The three-year Books for Prisoners project of the Association of American Publishers (1974–77) provided evidence that prisoners like books, care for them, and hunger for more. We must strengthen literacy training and education programs in our nation's correctional system.

COMBINING TECHNOLOGIES: THE ADAPTABLE BOOK

THE CULTURE OF THE BOOK WILL CONTINUE to be enriched by new technologies. The traditional book, of course, lacks the novelty, commercial hype, and futuristic romance that surround more recent technologies of communication. While exploding newer technologies have excited popular attention and the interest of the newspaper and magazine press, interest in reading, enthusiasm for books, and the prosperity of the book-publishing industry have remained relatively stable. Today about half of all adult Americans read books and their number is not declining. Of these, more than a third are heavy readers of books, and that proportion is increasing. The staying power of the traditional book is astonishing.

Until the twentieth century the advances of media technology aimed mainly at wider, speedier, and more economical diffusion of printed words and images. The technology of recent decades has added new and complementary dimensions to our experience. Photography has enlivened books by authentic pictures and portraits. The phonograph has preserved and diffused the voices of statesmen, singers, and poets and the virtuoso performances of musicians. Motion pictures have kept alive images of the past and have translated books into newly vivid moving, talking images. Radio has widened the audience beyond time and space and added new opportunities for entertainment, suspense, information, news, and instruction. Television, which some said would mark the demise of opera, has instead given opera a new life and vast new audiences. And, of course, television has made every home a theater, a showcase, a museum, a newsroom, and classroom. Optical disk technology promises to help us combine earlier technologies to open new vistas to scholars and citizens.

NEW TECHNOLOGIES BRING MORE READERS

Each of these technologies has created new inducements to read books. The plays of Shakespeare, Chekhov, Ibsen, Shaw, Arthur Miller, and Tennessee Williams, the novels of Dickens, Dumas, Hugo, Flaubert, Tolstoy, Hardy, Orwell, and Mann enjoy revival

in libraries and bookstores with their reappearance in movies or on the television screen. Popular screenplays or series written for television themselves become a new raw material for mass-market paperbacks. Publishers' records show that the television series based on Alex Haley's *Roots* and Herman Wouk's *Winds of War* attracted thousands of new buyers and readers of these books. Evelyn Waugh's *Brideshead Revisited*, first published in 1945, had a renaissance in American bookstores in 1983 when it became a television series. "Reading Rainbow," a television series funded by the Corporation for Public Broadcasting and the Kellogg Company to encourage reading among children ages 5–9, has sold hundreds of thousands of copies of books on which the programs were based. Books on cassettes can entice new readers. The computer itself has provided a popular subject matter for books. R. R. Bowker's new *Retailers' Microcomputer Market Place* will list over six thousand books and five hundred periodicals about computers.

NEW TECHNOLOGIES SERVE SCHOLARSHIP AND HUMANISTIC CULTURE

New technology plays new scholarly roles. For decades, microfilming projects have preserved texts of books, journals, and newspapers and made research collections widely available. Scientists at the Crocker Nuclear Laboratory at the University of California at Davis are using a cyclotron to analyze the ink on a fifteenth-century Bible. Scholars at the Clark Library of the University of California at Los Angeles are developing microcomputer programs for textual criticism and editing. The latest and by far the best concordance to Shakespeare has been made by computer. The capture of the 60 million words of the monumental *Oxford English Dictionary* by computer will make the production of all future editions faster, more economical, and more up-to-date. Our leading American dictionaries and encyclopedias now use computer technology to ease revision, to make new words, novel meanings, and new articles readily available to the public.

Each new technology changes the environment for the Culture of the Book. Multiplying media have deprived the printed word of its traditional monopoly on access to knowledge, information, and the masterpieces of civilization. For at least a century, speedily innovating technology has multiplied enticing

distractions and increased competition for the time and energy and money once devoted to buying and reading books. The telephone, phonograph, radio, and television and their portable, wearable forms, have made the silence that facilitates reading harder than ever to find. But they have also made the boundless choices and personalized experience of the book more welcome and more necessary.

THE MIRAGE OF "COMPUTER LITERACY"

Meanwhile, the American enthusiasm for the newest is betrayed in our everyday vocabulary. People never spoke of movie-literacy, radio-literacy, or television-literacy. *Literacy*, "the ability to read and write," was assumed to be the prime requisite for a free people. It carried with it the capacity and the opportunity to select one's own sources of knowledge and to enjoy a private, individualized experience of pleasure and self-instruction. Now we hear pleas for "computer-literacy"! Here is a telltale clue to the continuing kudos of the book as the main avenue to knowledge. This expression also shows how we fuzzy over our culture with fashionable ambiguities. Our enthusiasm for "computer-literacy"—the ability to manipulate the latest model of this latest device—seems about to overshadow our concern for book-literacy. But mastering a machine is no substitute for the ability to read, and computer competence itself depends on the ability to read. Schools and summer camps and correspondence courses aim to make "computer-literates" out of people who remain ill at ease in the world of books.

To keep our thinking straight and our culture alive and our people free we must keep our definition of literacy sharp and clear. To use computers effectively requires a familiarity with books and a friendliness to books. We have yet to find a feasible alternative to the ability to learn from the printed word and enjoy the boundless treasures. The book is always "user friendly." We must aim to make all Americans book friendly.

THE ALLIANCE OF TECHNOLOGIES

The same human ingenuity that produced the book has produced later technologies, and they are all allies. Our task is to recognize and promote their alliance. We must see the role which the computer is already playing and that which it is likely

to play. Then we will not underestimate or abandon book-literacy. The enemy of the book is not technology but the illusion that we could or would abolish the Culture of the Book.

There is no end to our hopes for devices to spread the benefits and pleasures (and frustrations) of technology to our whole nation, including our children in school. While people in older worlds, confronted with a new technology, have been inclined to ask "Why?" we Americans have usually asked "Why not?" Our false prophets have been those who declared that something was impossible. The telegraph, telephone, phonograph, radio, television, nuclear energy—and now the computer—all violated the confident "impossibilities" of the experts. Therefore as we speculate about the Book in the Future we must not dare to prophesy that *anything* will be impossible here. The miracles of the computer will be supplemented by others more astonishing. Yet we must not allow our innovating hopes and enthusiasms to dazzle us. We must do our fallible best to suggest the extent and the limits of the roles of the new computer technology.

SPECIAL SERVICES OF THE COMPUTER

We can already see that for some purposes the newest technology can provide services superior to those of the traditional book.

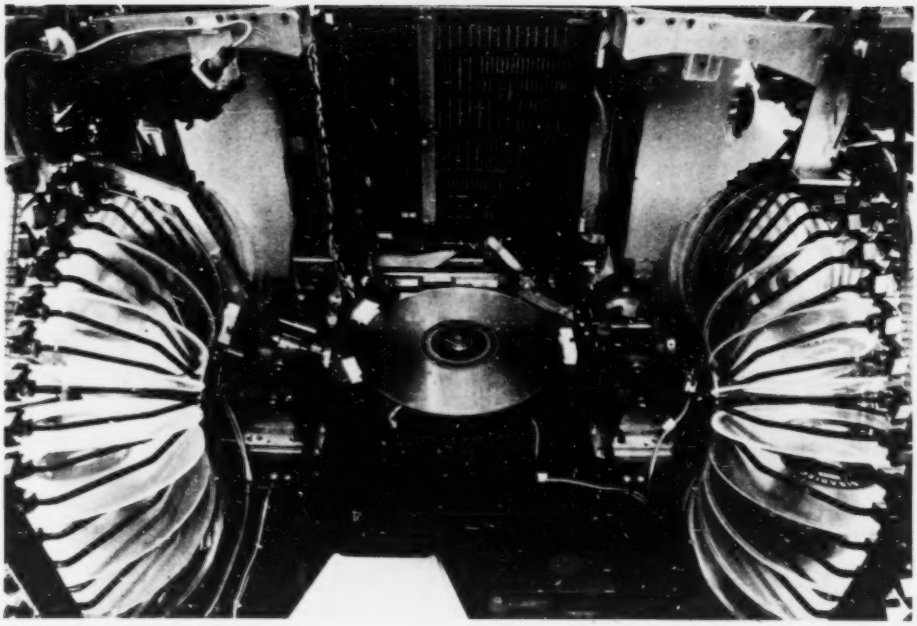
FIRST, SERVICES OF INFORMATION, where data change frequently and where speedy access is essential. This includes current facts for lawmakers, government and business managers, doctors, hospital administrators, pharmacists, journalists, law enforcement officers, merchants, and dealers in commercial markets.

SECOND, SERVICES OF ACCESS, to bibliographies and other information about the sources of knowledge or information. The Library of Congress has pioneered in this area. The Library's Congressional Research Service provides for members of Congress and their staffs instant access through the automated "Scorpio" system to the current status of the ten to twenty thousand bills submitted by members of each Congress. In 1968, the Library began storing its current English-language cataloging (available at that time only on printed catalog cards or in book catalogs) on computer tapes, available to other libraries through its MARC Distribution Service. Libraries have formed net-

Keyboard of the CJK (Chinese-Japanese-Korean) terminal developed by the Research Libraries Group, with cooperation from the Library of Congress.

works like OCLC and the Research Libraries Group (RLG) that have used these records and records from member libraries to speed cataloging and interlibrary loan work while saving large sums of money. Through the widely acclaimed CJK (Chinese-Japanese-Korean) project, the RLG, in cooperation with the Library, has developed a remarkable machine that uses a single keyboard for cataloging books in these three languages.

THIRD, SERVICES OF STORAGE, RETRIEVAL, AND PRESERVATION, combined with a new flexibility of access. In 1983 the Library began experimenting with the analog videodisk for storage and retrieval of graphic and photographic materials in color. Today researchers are using this system for speedy, nondestructive access to our most precious and most fragile visual materials. In collaboration with the publishing industry, we have also been experimenting with optical digital disks that store print material in unprecedented compactness and with high resolution to preserve the material and make periodicals, music, maps, and manuscripts more conveniently accessible.



The "jukebox," a machine that stores and retrieves Library of Congress optical disks.

THE COMPUTER IN THE PUBLISHING PROCESS

The computer greatly facilitates the process of bringing out a book. When an author types on a word processor, the text can be transferred to a computerized photocomposition device without rekeyboarding. The printer has cameras, scanners, and presses that are controlled in part by microprocessors. Finally, the publisher can keep sales, royalty, and other records on a computer and use the computer as an aid in producing frequent catalogs that bring newly published books to the attention of potential readers.

BOOKS AND PARTS OF BOOKS "ON DEMAND"

The computer makes it possible to print books in formats other than the familiar ink-on-paper octavo-sized volumes. When the full text of a book is held in digital form by the copyright licensee, the publisher, or a wholesaler, it can be called up from the corporate main computer. On request from a bookstore, a library, or a reader, the book or its parts could be printed out in the manner of the present high-speed reprographic machine.

Within the next decade we may be seeing even smaller machines using lasers for this purpose. These printers could conceivably be tied to home telephone or television cables. Perhaps such machines might be offered "free" to subscribers to new kinds of book clubs or newspaper services.

New "print-on-demand" systems could vastly enlarge the stock of books currently available for purchase. Perhaps marginal titles that do not repay the printing on paper in large runs now required by book production technology could be published in this way. Storage costs would be minimal. And book buyers would less often have to be told that a favorite title had gone out-of-print and had to be sought in the secondhand market. Today a manuscript must be of a certain length to be worth publishing as a book. On-demand printing might make it economic to publish shorter manuscripts or to offer single chapters as the reader requires.

TEXTBOOKS AND TECHNICAL BOOKS COMBINE TECHNOLOGIES

Already in some engineering, medical, and other technical books a pocket in the back of the cover holds plastic magnetic disks ("floppy disks"). The mathematical and statistical data recorded on them can be revised and updated more economically and more speedily than if they were in the printed texts. Some kinds of information—legal opinions, new legislation, pharmaceutical data, census and economic figures—are now issued first on speedily available tapes or disks, to be followed later by print-on-paper bound books. Just as audiovisual aids have assisted teachers of biology, medicine, geography, geology, history, art, music, and countless other subjects, so now magnetic disks further increase the student's access to data, words, and images.

LEARNING AIDS

Mixture of formats provides new opportunities for tailoring the learning process to the needs and capacities of the individual student. Along with convenient inexpensive means for repetitive drill come new forms of interactive learning with the student responding and receiving immediate feedback of correction or praise. Computer aids seem to work especially well for students with learning or physical disabilities and learners who have

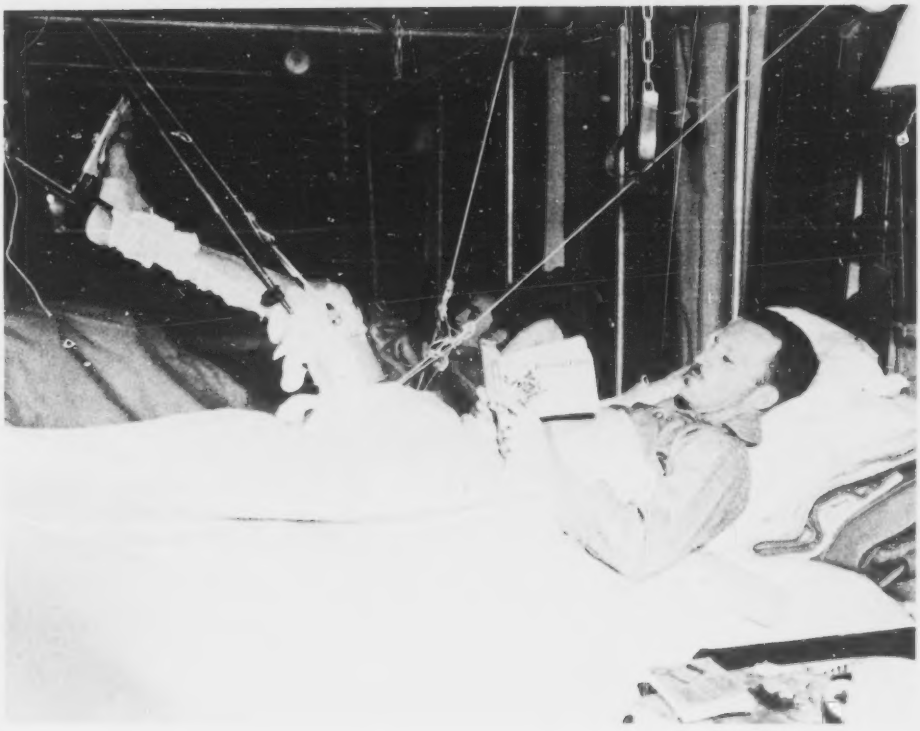
passed the normal age for the usual textbooks. The main peril of these systems is the risk of undervaluing the human teacher.

COMPUTER ALTERNATIVES TO PRINT-ON-PAPER

For some purposes, the traditional paper formats have already been displaced by images on the cathode-ray tube. In the future these and other paper-format materials may be created on thin sheets of glass or plastic from data stored on laser cards or microchips. The size of the letters to be viewed could then be adjusted for any reader's eyesight. It is conceivable that plastic cards the size of credit cards could carry all the words of a short book. The new CJK keyboard and other terminals are already taking advantage of computer-stored images to reduce the obstacles to reproducing the complex Asian ideographic characters for cataloging purposes. The optical disk, now in experimental use at the Library of Congress, stores about three hundred printed volumes per disk. When this technology is perfected, it might be possible for several hundred twelve-inch two-sided disks, requiring less than ten feet of shelf space, to hold the quarter-million books and documents added to a typical research library each year. And new technology will provide newly simplified finding and retrieval systems for the compacted data.

UNEXPLORED OPPORTUNITIES

BUT WE NEED NOT AWAIT FUTURE TECHNOLOGIES to find new opportunities for enriching the Culture of the Book. During World War II a standard format was used for printing the Armed Services Editions—little oblong paperback reprints, of which nearly 123 million copies were distributed free. These 1,322 titles were produced in wartime at a cost of about six cents each. The project required the cooperation not only of the Armed Services but of the War Production Board, seventy publishing firms, a dozen printing houses and composition firms, paper suppliers, and scores of authors. Millions of



The Armed Services Editions project during World War II introduced many U.S. servicemen to books and reading.
(Army Pictorial Service photograph)

readers in uniform found enlightenment and good cheer from a menu that included Katherine Anne Porter, Robert Benchley, Lytton Strachey, Max Brand, E. B. White, Leo Rosten, Herman Wouk, Budd Schulberg, and Graham Greene and in moods that range from *The Education of Henry Adams* to *McSorley's Wonderful Saloon*. The Armed Services Editions proved to be one of the greatest cultural bonanzas in American history. They stirred the reading appetites of millions who would never lose their taste for books. They required a minimum of technological innovation and a maximum of imagination and organizing talent. It is not surprising that a vast new market for paperback books appeared after the war.

If so grand an enterprise could be accomplished under the constraints of a wartime economy, surely we today are capable of enterprises of comparable grandeur. Many opportunities come from our fantastically multiplying media. Television, which so thoroughly reaches into every American home, offers unprecedented means to whet appetites for reading among Americans of

all ages. A few projects, like "Reading Rainbow" and the "Read More About It" project of the Library of Congress and CBS, with its slogan "linking the pleasure, power, and excitement of books and television," have begun to use television to invigorate the Culture of the Book. Still, such projects are too few. We need many more of them to keep our citizens in touch with our whole human heritage and so fulfill anew the hopes for enlightenment on which our nation was founded.

When printing from movable type was first invented in Europe it was praised as *Ars artium omnium conservatrix* ("The art preservative of all the arts"). In our age, we can reap the harvest of a half-millennium of the printed word. We must not forget that for us reading books is "the activity which enriches all others." There is no business, work, sport, skill, entertainment, art, or science that cannot be improved by reading and whose rewards cannot be increased by books. The reading of books, as we have seen, is not a passive, marginal social fact but a major national activity. We must use all our technologies to make the most of our inheritance, to move toward an American Renaissance of the Culture of the Book.

PART TWO

A Manifold Program for a Massive Problem

Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. Without books, the development of civilization would have been impossible. They are engines of change, windows on the world, and "lighthouses erected in the sea of time." They are companions, teachers, magicians, bankers of the treasures of the mind. Books are humanity in print.

BARBARA W. TUCHMAN
Historian

Books and technology are symbiotic. Books and technology have been generating and regenerating each other since the beginning—and so they will, I firmly believe, until the end.

RODERICK D. STINEHOUR
Printer

Television extends human sight, computers extend memory and ability for calculation. Books extend wisdom. It is now our task to fit together these tools, the new ones with the old.

ERNEST L. BOYER
Educator

TECHNOLOGY IS NOT THE PROBLEM. It is our opportunity. Illiteracy and aliteracy were not created by technology, but technology can help us abolish them. It would be comforting to think that we could simply pass laws against illiteracy and aliteracy, but they cannot be legislated away. Their menace and their magnitude come from the fact that they are everywhere—among young and old, poor and rich, in cities and in small towns and rural areas. As the problem is everywhere, so the solutions are everywhere. We all have the responsibility and the power—in our homes, schools, libraries, churches, civic and fraternal organizations, businesses, labor unions—to do something about it. Wise legislation and public funds can help, but we need a thousand efforts by every one of us and in every one of our institutions if we are to keep the Culture of the Book thriving in our country.

Items in the program suggested below are numerous and miscellaneous, but they are not trivial. In fact, the section about what our citizens are doing and can do is testimony to the vitality and importance of the Culture of the Book throughout our society. Here are encouraging examples of what we all can do. By such efforts we could hope to abolish illiteracy in the United States by the year 1989, the bicentennial of our Constitution. There would be no better manifest of our determination to fulfill the hopes of our founders and justify the faith that a free people can provide themselves and their children with the knowledge that will keep them free. The next two sections offer suggestions to Congress and the Executive Branch, and we conclude by mentioning initiatives at the Library of Congress.

WHAT OUR CITIZENS ARE DOING AND CAN DO

FAMILIES AND HOMES

INTRODUCING YOUNG CHILDREN TO BOOKS. "Learning begins before schooling" is a basic theme of *Realities*, a 1984 statement on education reform by the American Library Association's Task Force on Excellence in Education. New parents at Hilo and Kona hospitals in Hawaii receive a New Baby's Book Bag coupon redeemable at the nearest public library

for gifts and information about reading to infants and young children. "Beginnings," a program sponsored by the Connecticut State Library, introduces children up to three years old and their parents to libraries and reading.

READING GUIDANCE FOR PARENTS. South Carolina Educational Television, in cooperation with the Kershaw County Library in Camden, has prepared and made available six video tapes titled "A Few Moments . . . to Share Books," designed to help parents select and use books for infants and young children. Book lists for parents are available from organizations such as the Children's Book Council, the International Reading Association, Reading Is Fundamental, Inc., and the Children's Literature Center at the Library of Congress.

READING ALOUD. "Read to Your Child for the Fun of It," a program of the Kentucky Department for Libraries and Archives, provides promotional materials and tips for parents. Its slogan is, "Have You Read to Your Child Today?" The "Read with a Child" public service announcements prepared by KBAK–TV in Bakersfield, California, encourage adults to spend time each day reading with children.

WATCHING TELEVISION WITH CHILDREN. Action for Children's Television publishes positive tips about television viewing in the family setting, particularly ways that children can become selective and critical television viewers. Programs such as "Sesame Street," "Electric Company," and "3–2–1 Contact," all produced by Children's Television Workshop, are entertaining educational programs supplemented by popular children's magazines.

BOOK OWNERSHIP AND PRIDE IN BOOKS. Since 1966, Reading Is Fundamental, Inc., has encouraged the reading and ownership of books by distributing over 10 million free paperback books to young people. By helping Americans build family libraries, book clubs have promoted reading and the love of books and have been a great silent force in American education.

THE WHITE HOUSE FAMILY LIBRARY. This special library should be kept up-to-date with books contributed by American publishers and gathered by the American Booksellers Association and be recognized by the president and his family as an exemplar for the nation.

A FAMILY LIBRARY FOR THE VICE PRESIDENT'S HOUSE. The states of our nation, perhaps through the Chief Officers of State Library Agencies (COSLA), should gather books by au-

thors from their states to form a family library in the Vice President's house.

BOOKS FOR GOVERNORS. Books by state authors, a source of local pride, would provide a natural foundation for libraries in gubernatorial homes.

SCHOOLS

SCHOOL-HOME PARTNERSHIPS. The volunteer reading program sponsored by the PTA at Phoebe Hearst Elementary School in Metairie, Louisiana, has been strengthening the school-home partnership since 1975. Working with the PTA and the public library, the Lancaster, Pennsylvania, School District has developed a new program stressing the importance of reading in the home. Publications of the National PTA provide further examples and additional ideas and information.

REVITALIZED SCHOOL READING PROGRAM. The response across the country to recent reports about education, particularly *A Nation at Risk*, has led to improvements in many state and local school reading programs. Reforms instituted by the Superintendent of Schools in Emporia, Kansas, and described in the 1984 Department of Education publication *The Nation Responds* are an example. Wisconsin's new Primary Grades Reading Comprehension Project uses a video and computer program for teaching reading comprehension in selected schools in grades 1–3 and uses instructional video programs for training teachers of reading. Students at Carmel Junior High School in Carmel, Indiana, can earn letter sweaters for reading a certain number of classics and popular novels.

PAIDEIA INITIATIVES. Skyline High School in Oakland, California, the Atlanta Public Schools, and two high schools and two elementary schools in Chicago have instituted the Paideia method of educational reform, a comprehensive method of schooling comprising fundamental skills, creative arts, and manual skills.

WRITING PROJECTS FOR STUDENTS. The PTA at John Rogers Elementary School in Seattle, Washington, sponsors a "publishing center" for second and third graders, where adult volunteers help pupils turn their stories and poems into published booklets. In cooperation with the Library of Congress, Xerox Education Publications sponsors an annual "Books Make a Difference" essay contest in its *Read* magazine for eighth graders.

TEACHING READING AND WRITING THROUGH COMPUTERS. John Henry Martin's popular "Writing to Read" project uses programmed instruction to help kindergarten and first grade students acquire writing and reading skills. A computer-based program for improving writing skills of secondary school students, funded by the U.S. Department of Education, is being tested in the schools in Chelmsford and Concord, Massachusetts, and Hartford, Connecticut.

COHERENT, DRAMATIC, AND MIND-STRETCHING TEXTBOOKS. In the past year twenty-one states have taken initiatives to improve textbooks and instructional materials. The Secretary of Education's special study group on this topic is bringing together publishers, teachers, chief state school officers, state school board members, and state and local administrators to suggest strategies for improving the content, selection, and use of textbooks.

TEXTBOOKS AND NEW TECHNOLOGIES. "The Voyage of Mimi," a new $3.5 million science and mathematics project on PBS, combines television viewing with illustrated books and computer games that simulate the way scientists and navigators work. Project partners are the U.S. Department of Education, the Bank Street College of Education, and the publishing firm of Holt, Rinehart, and Winston.

SCHOOL-BUSINESS PARTNERSHIPS. Adopt-A-School partnerships between public schools and local businesses improve basic skills and relate them to the community. In Los Angeles alone, over two hundred businesses have adopted schools, and Adopt-A-School programs are under way in many other cities, including Atlanta, Chicago, Dallas, and Memphis. The Philadelphia Alliance for Teaching Humanities in the Schools (PATHS) is a collaborative effort involving the School District of Philadelphia, the Philadelphia Federation of Teachers, the corporate community, and other Philadelphia institutions. The Houston, Texas, Independent School District, aided by corporate contributions, has developed a comprehensive school computer training program.

LIBRARIES

LITERACY PROGRAMS. As Secretary of Education T. E. Bell states in *Alliance for Excellence: Librarians Respond to a Nation at Risk* (1984), schools, families, and libraries form a natural alliance for communitywide literacy efforts. Many libraries are

already actively involved. For example, a reading instruction program in the Bronx branches of the New York Public Library is operated by Literacy Volunteers of the Bronx. For a California Literacy Campaign, in 1983 the California State Library provided Library Services and Construction Act grant awards totaling $2.5 million to twenty-eight public libraries. The funds are being used to introduce and expand library literacy services to adults in over one hundred California communities. In the past six years the Pike's Peak Library District in Colorado, one of the most highly computerized libraries in America, has helped over sixty-five hundred people to read in its "Right to Read" volunteer tutor program. The American Library Association was instrumental in founding the Coalition for Literacy, a group of eleven national literacy and adult education organizations.

A NATIONAL LITERACY AWARENESS CAMPAIGN. In December 1984 the Coalition for Literacy will launch a national three-year campaign in cooperation with the Advertising Council. In the first year volunteer tutors and potential corporate donors will be given local and national call-in numbers. The awareness campaign is supported by private contributions.

READING GUIDANCE. Libraries throughout the nation are reviving an old idea: readers advisory services that provide advice and information about good reading for adults. Short annual lists of notable adult, young adult, and children's books are available from the American Library Association, as is *Openers*, a quarterly newspaper about good books and reading. The International Reading Association, the National Council of Teachers of English, and Reading Is Fundamental, Inc., also publish lists of recommended books.

TALKING ABOUT BOOKS. "Let's Talk About It," a new project developed by the American Library Association and funded by the National Endowment for the Humanities (NEH), involves humanities scholars and citizens throughout the country in reading and discussions about books and ideas. It is based on successful reading discussion programs in libraries of all sizes in states as diverse as Vermont, Oklahoma, Massachusetts, Louisiana, Virginia, and New Hampshire.

SPECIAL SERVICES FOR THE ELDERLY. Through its 65 Plus Club, the Miami-Dade (Florida) Public Library provides book talks, film programs, poetry readings, and intergenerational programs. The Brooklyn Public Library's SAGE (Services to the Aging) provides library services, presents programs, and

coordinates adult education classes. The National Commission on Libraries and Information Science is investigating the library and information needs of the elderly and working with other federal agencies to improve existing programs and develop new ones.

ELDERHOSTEL AND INDEPENDENT SCHOLAR PROJECTS. Libraries are natural partners in the growing elderhostel movement, which provides senior citizens with short-term, residential study opportunities. With cooperation from Elderhostel, Inc., New York's Nassau County Library system will sponsor pilot projects in 1985 in libraries in Port Washington and Oceanside. The Florida Center for the Book, housed in Broward County Library, is developing an "independent scholars" project.

ENCOURAGING AUTHORS. Through its READ ILLINOIS project, the Illinois State Library promotes the writings of Illinois authors and encourages research about the state's literary heritage. The Council for Florida Libraries, a citizens advocacy group, sponsors an annual Florida Book and Author Festival. The Mercantile Library in the city of New York is one of many libraries around the country that provides authors with a special room to work in and other research facilities.

PRESERVING BOOKS, JOURNALS, AND NEWSPAPERS. The U.S. Congress, the National Endowment for the Humanities (NEH), and private groups such as the Mellon Foundation have funded preservation and conservation projects in the Library of Congress and other organizations and through the Council on Library Resources. Recent NEH grants include funds to the Research Libraries Group, Inc., to microfilm brittle U.S. imprints covering the years 1876–1900, to the American Library Association to develop a photocopier that will not be destructive to books, and to Southern Illinois University to initiate a conservation program for libraries and historical institutions in the Midwest. In 1984, Congress appropriated $11.5 million for the Library of Congress to construct a facility in Frederick, Maryland, for the mass deacidification of deteriorating books, a landmark in the history of book preservation.

CHURCHES

IN LOCAL COMMUNITIES. For many years a volunteer has conducted summer reading programs for elementary school

students in the High Street Christian Church in Akron, Ohio. She also instructs year-round "incentive" reading programs for adults. At the Temple Beth El Synagogue in Boca Raton, Florida, the Eli Goldston Youth Library uses local grandparents as readers in an intergenerational program for young library users.

AT THE NATIONAL LEVEL. The Lutheran Church of America operates ecumenical community-based literacy programs in all fifty states. Its fifteen-year-old Volunteer Reading Aids Program recruits and trains tutors and provides technical and consulting services. The Southern Baptist Convention's national literacy program, now twenty-five years old, has an experienced cadre of over five hundred workshop leaders who serve as literacy tutors. The Association of Church and Synagogue Libraries is developing a literacy and reading training project for its members.

CIVIC AND FRATERNAL ORGANIZATIONS

READING DEVELOPMENT. The Kiwanis Club of Greater Beloit (Wisconsin), cooperates with the School District of Beloit, the Beloit Public Library, and the Beloit Health Department in START, a community program that encourages reading development in infancy and early childhood years. The club gives every participating child a book on his or her first birthday. In 1974 the Milwaukee (Wisconsin) Rotary Club funded a pilot Reading Is Fundamental Program—the first RIF project to be adopted by a Rotary Club.

LITERACY AND LIBRARY PROJECTS. Lions Club International has committed itself and its local chapters, which serve nearly fifteen thousand U.S. communities, to vigorous support of local literacy projects. For many years the Lions Club has supported library projects and collections for those who are blind or who have impaired vision.

BUSINESSES

ORGANIZING TO OVERCOME ILLITERACY. The Business Council for Effective Literacy was established in 1984 to improve corporate awareness of adult functional illiteracy and increase business support for literacy efforts. Its newsletter provides tips on ways corporations can help—through grants, in-

kind assistance to local programs, employee literacy programs, and community volunteer efforts.

SUPPORT FOR LIBRARIES. The Oh Boy Corporation of San Fernando, California, carries a library promotion message on many of its frozen food packages. McDonald's Corporation is one of the many companies that support the activities of public and school libraries and promote National Library Week each April. The Council on Library Resources, Inc., is a private foundation that uses corporate and other contributions to support programs of academic and research libraries. In 1982, the General Electric Foundation made a major grant to the Association of Research Libraries to help increase the effectiveness of public services in research libraries throughout the nation.

SUPPORT FOR NONPROFIT ORGANIZATIONS THAT PROMOTE BOOKS AND READING. The following public service organizations are among those that receive and depend on tax-deductible contributions from corporations and foundations: the American Reading Council, the Association for Community-Based Education, the Children's Book Council, the Coalition for Literacy, the Center for the Book in the Library of Congress, Friends of Libraries USA, Laubach Literacy International, Literacy Volunteers of America, and Reading Is Fundamental, Inc.

PUBLIC SERVICE ADVERTISING FOR BOOKS AND READING. The International Paper Company's campaign "The Power of the Printed Word" aims at helping young people improve their reading and writing skills. Its latest advertisement is "How to encourage your child to read," by columnist and author Erma Bombeck. The R.R. Donnelley & Sons Company produces, as a public service, attractive publications and posters that promote books, reading, and the printed word.

PROMOTING BOOKS AND READING IN UNUSUAL PLACES. The Kellogg Company has advertised the television series "Reading Rainbow" on the backs of its cereal boxes. B. Dalton Bookseller uses Northwest Orient Airlines ticket envelopes as discount coupons for buying books. Air Jamaica issues combination boarding passes and bookmarks. Hilton Hotels often furnish bookmarks for guests in their rooms.

BOOK PUBLISHERS AND BOOKSELLERS

USE OF ACID-FREE PAPER AND STURDY BOOK BINDINGS. The Library of America, a series of the collected works of America's foremost authors, is a successful publishing venture that empha-

sizes quality book manufacturing. The books in the series conform to the production guidelines for book longevity available from the Council on Library Resources, Inc.

SUPPORT FOR RESEARCH AND THE GATHERING OF STATISTICS. The Book Industry Study Group, Inc., provides its members with statistical and analytical data about the book industry. Current statistics about publishing, libraries, reading habits, and the book trade itself are often inconsistent, late, or altogether lacking, however. We encourage publishers and the entire book community to take steps to improve current data on reading and publishing.

SUPPORT FOR LITERACY AND READING PROJECTS. Publisher Harold W. McGraw, Jr., former Chairman of the Board, McGraw-Hill, Inc., is the founder of the Business Council for Effective Literacy. B. Dalton Bookseller, a partner in the Coalition for Literacy, has undertaken a four-year, three-million-dollar grant program to develop and support literacy projects in areas where B. Dalton bookstores are located. Pacific Pipeline, a wholesale book distributor in Kent, Washington, recognized International Literacy Day on September 7 by contributing cash gifts to literacy organizations in the Pacific Northwest. In 1984 the New American Library initiated an important fund-raising effort for Reading Is Fundamental, Inc. The American Booksellers Association is planning to involve its members in a literacy campaign.

REDEEMABLE BOOK CERTIFICATES. A Book Tokens program has been active in Great Britain since 1932. This plan enables the public to buy a gift certificate from one bookstore and redeem it either at the same store or at another participating store anywhere in the country. U.S. efforts to sustain a similar program have thus far been unsuccessful, but we urge booksellers to try this plan, the bookstore equivalent of Flowers-by-Wire, again.

MAKING GOOD BOOKS AVAILABLE IN UNEXPECTED PLACES. Benjamin Books is a small chain that sells a wide selection of new hardcover and paperback books in seven major airports, including LaGuardia Airport in New York and National and Dulles Airports in Washington, D.C. Renaissance Books is a used bookstore in Milwaukee's General Mitchell Field airport. Until recently Chicago's Walton Books ran a hotel book service that supplied books for patrons of the Hyatt Regency and other Chicago hotels. There are used bookstores in the central

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buildings of the Carnegie Library in Pittsburgh and in the Minneapolis Public Library.

NEWSPAPERS AND MAGAZINES

TEACHING READING THROUGH NEWSPAPERS. OK–NEWS is a statewide project developed by the Oklahoma Press Association and the Oklahoma State Department of Education. In the 1983–84 school year over 160 schools and 300 teachers participated, and the project, originally intended for grades 5–8, was expanded to be used from kindergarten to the twelfth grade. Information about using newspapers in education is available from the ANPA Foundation.

SUPPORT FOR LITERACY PROJECTS. Project Literacy, a pioneering literacy project in Kansas City, uses newspapers as basic teaching tools in individual training for adult illiterates. Supported by the *Kansas City Star* and its parent company, Capital Cities Communications, the project is expanding outside the immediate urban area with help from other literacy groups in Kansas City.

TELEVISION AND RADIO

PROMOTING READING. "Reading Rainbow" and programs produced by Children's Television Workshop are important examples of innovative and stimulating children's television programming. "Read-A-Book" public service announcements are produced by KTHI–TV in Terre Haute, Indiana. "Library Edition," a weekly cable television show sponsored by Broward County Library in Florida, features author interviews and book news. Cap'n O. G. Readmore, an animated cat developed by ABC Entertainment in cooperation with the Library of Congress, promotes books and reading on television. CBS Television and Network Radio carry "Read More About It" messages in partnership with the Library of Congress. Information about television programs that encourage learning is available from the Television Information Office in New York City.

"The World of Books" on KIEV Radio in Los Angeles, is a daily, half-hour talk show in prime listening time. "Book Beat" is a brief daily report about new books on WCBS Radio. "Spider's Web," a radio theater for young people that often dramatizes

books, is produced by WGBH in Boston and distributed through public radio. Action for Children's Television's booklet *Radio and Children* surveys children's radio programming around the country.

PROGRAM LISTINGS AND SUGGESTED BOOKS. We encourage newspapers and magazines that carry television and radio program schedules to list relevant books adjacent to the program information.

LABOR UNIONS

LITERACY PROGRAMS IN UNIONS. More than five thousand members of the American Federation of State, County, and Municipal Employees, AFL–CIO, have benefited from adult literacy and basic education training provided by District Council 37, with support from the city of New York. The LEAD (Lifelong Education and Development) program of the Service Employees International Union, AFL–CIO, provides members with a wide range of programs, from adult literacy and English-as-a-second-language training to professional development and career advancement. During 1980–83, LEAD field representatives in ten cities implemented thirty new programs that now serve over three thousand members. The Amalgamated Service and Allied Industries Joint Board in New York City has sponsored an evening adult literacy and basic education program since 1976.

COLLEGES AND UNIVERSITIES

LITERACY PROJECTS. At Central Piedmont Community College in Charlotte, North Carolina, a pilot project known as ABLE (Adult Basic Literacy Education) is being used to test the use of computers and other technology in instructing adults in basic skills. As part of the U.S. Department of Education's College Work-Study Program, eighteen colleges and universities have developed model projects in which their students are trained and paid to assist in local literacy programs.

RESEARCH ABOUT BOOKS, PUBLISHING, AND READING. The Center for Book Research at the University of Scranton was founded in 1983 to study the creation, publication, and use of books. The Center for the Study of Reading at the University of Illinois, established under a contract with the

National Institute for Education, performs basic and applied research about reading processes, comprehension, and skills.

LEARNING ABOUT OUR BOOK TRADITIONS. The American Antiquarian Society has recently established a Program in the History of the Book in American Culture. The graduate library schools at UCLA, the University of Chicago, Columbia University, and the University of Alabama are among those that teach courses in the history of books and printing. The Center for Book Arts in New York and the Minnesota Center for Book Arts are two of many community-based organizations that encourage appreciation of the book arts.

EDUCATION FOR PUBLISHING. The University of Denver, Howard University Press, New York University, and Radcliffe College offer summer publishing institutes for students interested in publishing as a career.

CITIES AND LOCAL COMMUNITIES

INFORMATION ABOUT LITERACY PROJECTS. The Association for Community-Based Education has identified some thirty-five hundred community-based programs around the country that offer literacy services. The CONTACT Literacy Center in Lincoln, Nebraska, is a national information and referral service agency with links to thousands of community programs, service agencies, and planning groups around the United States.

SUPPORT FOR READING PROGRAMS. The Yuma (Arizona) Library Council uses a grant from the Children's Book Council for a Grey Panther Program in which senior citizens are trained in techniques of developing and presenting reading programs for young children. The Friendly Place, a community storefront library in East Harlem, administered by the American Reading Council, lends books, runs a family drop-in program for preschoolers (who must bring an adult with them), an after-school book and game club, and, on Saturdays, an English-as-a-Second-Language Program.

SUPPORT FOR LIBRARIES. In Butte, Montana, children up to the age of fifteen can ride free on city buses to and from the library by showing their library cards. In Oklahoma City, twenty-eight organizations have formed a Community Education Consortium for Lifetime Learning that will establish community reading centers in two public library branches. Friends of Libraries U.S.A., a community-based organization that assists in

the formation and development of library friends groups, shares project ideas through its newsletter and other publications. WHCLIST (White House Conference on Library and Information Services Taskforce) promotes and supports libraries, provides examples for citizen-library groups to emulate, and promotes the goals of the 1979 White House Conference on Library and Information Services. Forty-seven organizations, including Camp Fire, Inc., Common Cause, the League of Women Voters, and National 4–H, participated in the National Library Week partnership program last April.

FREEDOM TO READ. Banned Books Week, which takes place each September, brings publishers, librarians, educators, and booksellers together to oppose encroachments on the freedom to read. The Freedom to Read Foundation provides financial and legal assistance in censorship cases. The American Library Association's Office of Intellectual Freedom publishes information concerning the Library Bill of Rights and its interpretation and defense.

BOOKS AS OFFICIAL GIFTS. During the administration of Mayor Jane Byrne, the city of Chicago presented official visitors with books as gifts to mark their stay in Chicago. Mayor Harold Washington has continued the practice.

THE STATES

ORGANIZING FOR LITERACY SERVICES. Several states, including Michigan, Kentucky, New Jersey, Minnesota, and Indiana, have established statewide literacy planning mechanisms, and many others, including Georgia, California, North Carolina, Rhode Island, Florida, South Carolina, Tennessee, and Ohio, are in the process of doing so. In Indiana, Gov. Robert D. Orr, himself a literacy tutor in the Indianapolis Public Schools, has organized the Governor's Coalition for Literacy. The major components in Minnesota's Literacy '85 initiative are the State Education Department, supported by the Federal Adult Basic Education Program, and the Minnesota Literacy Council, a volunteer organization affiliated with Laubach Literacy International. The business community is taking a leading role in Georgia's planning efforts.

LIBRARIES AND LIBRARY FUNDING. New York sets a good example in its support of libraries. In 1984 Gov. Mario Cuomo signed a bill increasing aid to all types of libraries from

$42.1 million to $57.2 million for fiscal 1985. The states that spend the largest per capita sums on public libraries, according to the Urban Libraries Council, are Maryland, New York, West Virginia, Alaska, Rhode Island, and Georgia. Many states have legislative days aimed at increasing public and legislative awareness of libraries, their services, and their funding needs.

CRITERIA FOR SCHOOL LIBRARY SERVICES. The provisions approved by the Wisconsin and West Virginia state legislatures set state standards and funding criteria for school libraries and media centers

PRISONS AND CORRECTIONAL INSTITUTIONS

LITERACY TRAINING. At the Chillicothe State Prison in Ohio, a volunteer directs a group of inmates who serve as instructors for illiterate inmates. The instructors receive free subscriptions to the *Columbus Dispatch and Citizen Journal*. In another program, Literacy Volunteers of America, using a contribution from the Louis Sherry Company, has begun a tutoring program at the Lorton Correctional Facility in Virginia. The National Institute of Corrections in the Department of Justice recently received a special $2.5 million congressional appropriation to provide the states with technical assistance in developing computer-assisted instruction and other basic skills programs for inmates. The Library Services to Prisons Section of the American Library Association publishes books and pamphlets concerning books and libraries in prisons and correctional institutions.

DIRECTORY OF ORGANIZATIONS CITED

Action for Children's Television
46 Austin Street
Newtonville, Massachusetts
02160

American Booksellers Association
122 East 42d Street
New York, New York 10168

American Library Association
50 East Huron Street
Chicago, Illinois 60611

American Reading Council
20 West 40th Street
New York, New York 10018

ANPA Foundation
The Newspaper Center
P.O. Box 17407
Washington, D.C. 20041

Association of American
Publishers
One Park Avenue
New York, New York 10016

Association for Community
Based Education
1806 Vernon Street, N.W.
Washington, D.C. 20009

Book Industry Study Group, Inc.
160 Fifth Avenue
New York, New York 10010

Business Council for Effective
Literacy
1221 Avenue of the Americas
New York, New York 10020

The Center for the Book
Library of Congress
Washington, D.C. 20540

Center for Book Research
University of Scranton
Scranton, Pennyslvania 18510

Children's Book Council
67 Irving Place
New York, New York 10003

Children's Literature Center
Library of Congress
Washington, D.C. 20540

Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

Coalition for Literacy
50 East Huron Street
Chicago, Illinois 60611

CONTACT Literacy Center
P.O. Box 81826
Lincoln, Nebraska 68501

Correctional Education
Association
1400 20th Street, N.W.
Washington, D.C. 20036

Council on Library Resources, Inc.
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Elderhostel, Inc.
100 Boylston Street
Boston, Massachusetts 02116

Freedom to Read Foundation
50 East Huron Street
Chicago, Illinois 60611

Friends of Libraries USA
50 East Huron Street
Chicago, Illinois 60611

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714

Laubach Literacy International
1320 Jamesville Avenue
P.O. Box 131
Syracuse, New York 13210

Literacy Volunteers of America
404 Oak Street
Syracuse, New York 13203

National Commission on Libraries and Information Science
7th and D Streets, N.W.
Suite 3122
Washington, D.C. 20024

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

National PTA
700 Rush Street
Chicago, Illinois 60611

The Paideia Group
101 East Ontario Street
Chicago, Illinois 60611

Reading Is Fundamental, Inc.
600 Maryland Avenue, S.W.
Smithsonian Institution
Washington, D.C. 20560

Television Information Office
745 Fifth Avenue
New York, New York 10022

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

WHAT THE CONGRESS CAN DO

A LITERACY IMPACT STATEMENT

We urge Congress, as well as local and state legislators, to assess the possible effect of potential new programs on the "literacy environment." How new legislative actions will directly or indirectly affect the world of reading and learning is a critical but usually unexamined question.

READING AND LIBRARY PROVISIONS IN NEW LEGISLATION

We urge Congress to consider reading and library provisions in new legislation on subjects of immediate concern, for example, preschool day-care centers, services to the elderly and to minorities, vocational training, and the regulation of prisons and correctional institutions.

FAMILY READING AND LIBRARIES

We urge Congress to give special legislative attention to two vital activities: early childhood and children's services in public libraries and services in elementary school libraries.

SUPPORT FOR LIBRARIES

Continued federal assistance for libraries is essential. Federal funds stimulate and complement regional, state, and local efforts to sustain and improve library services. In particular, we urge Congress to continue to strengthen its support of the Library Services and Construction Act (LSCA), the major source of federal assistance for the extension and improvement of public library services and an excellent vehicle for supporting library literacy programs under the LSCA Title VI.

SUPPORT FOR ADULT EDUCATION

We urge Congress to strengthen its support of the Adult Education Act, the major federal program that provides assistance for educationally disadvantaged adults. An estimated 2.3 million out-of-school adults benefit each year from the Adult

Basic Education Program (ABE), which operates in all fifty states, usually with state and local governments matching the federal funding. The ABE program provides basic skills training for most of the 1.3 million new immigrants to the United States each year.

SUPPORT FOR READING PROGRAMS FOR STUDENTS

We urge Congress to continue its support of federal education programs that stimulate reading and library training programs for students, such as those funded through the Educational Consolidation and Improvement Act (Chapters 1 and 2).

PREFERRED POSTAL RATES

As part of our national commitment to literacy and reading, we urge Congress to continue preferred mailing rates for books and other educational materials.

COPYRIGHT AND CREATIVITY

The constitutional purpose of the copyright law is "To promote the Progress of Science and useful Arts" by securing to authors "the exclusive Right to their respective Writings." The challenge in copyright today is to adapt to continuing technological change. The problem is to provide an adequate and just reward to creators, a sufficient basis for investment by publishers and other disseminators, and abundant intellectual materials for lawful use by the general public—which includes authors themselves, who use the works of those who went before them. We urge Congress and the courts to continue to seek an equitable balance as they deal with this increasingly complex subject.

WHAT THE EXECUTIVE BRANCH CAN DO

DEPARTMENT OF EDUCATION

THE ADULT LITERACY INITIATIVE, launched in 1983, should be intensified, given greater visibility, and encouraged in its efforts to coordinate federal literacy activities.

THE NATIONAL CENTER FOR EDUCATION STATISTICS needs to be strengthened and given clear authority for gathering timely and consistent statistics about our nation's libraries and about the state of literacy in this country.

WE ENCOURAGE THE DIVISION OF TECHNOLOGY, RESOURCE ASSESSMENT, AND DEVELOPMENT to continue its experiments in using new technologies to encourage reading and enhance learning.

WE ENCOURAGE THE INCREASED USE OF WORK-STUDY STUDENTS in literacy programs, an effort funded by the Office of Post-Secondary Education.

WE URGE THE OFFICE OF ADULT AND VOCATIONAL EDUCATION to continue its efforts to expand the range of local organizations responsible for operating Adult Basic Education Programs and to find cosponsors, for instance, federally funded poverty and job training programs, for its basic skills programs.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

The Office of Refugee Resettlement operates numerous literacy programs in communities throughout the United States. We urge program administrators to include reading and writing skills (as well as speaking skills) as an integral part of the instruction.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

We urge department officials to consider the importance of literacy to community development when they make funding decisions.

DEPARTMENT OF LABOR

We urge department officials to encourage the development of basic reading and writing skills as part of the department's job training programs.

U.S. DEPARTMENT OF COMMERCE

We must strengthen the efforts of the U.S. Department of Commerce, through its Bureau of the Census and other appropriate agencies, to keep statistics about U.S. publishing and the American reading public.

DEPARTMENT OF DEFENSE

We must make use of methods and technology being developed by the Department of Defense in nonmilitary education programs. One important experiment is under way. Using a computer program for vocabulary building and comprehension developed by the Navy Personnel Research Development Center, the National Commission on Libraries and Information Science, in cooperation with the U.S. Army, is testing whether a microcomputer program designed for the military can be used successfully in community volunteer literacy programs based in public libraries. Demonstration projects have begun at Enoch Pratt Free Library in Baltimore, Maryland, and the Mary H. Weir Library in Weirton, West Virginia.

U.S. INFORMATION AGENCY

We urge the USIA to continue its recent efforts, in cooperation with the private sector, to develop an overall plan for strengthening the role of U.S. books abroad. Book exports and USIA book translation and library programs have diminished sharply since the 1960s, yet U.S. books are keys to cultural development, catalysts to trade, and unrivaled ambassadors of American culture.

NATIONAL ENDOWMENT FOR THE ARTS

We urge the National Endowment for the Arts, through its Literature Program, to continue its valuable assistance to creative writers, translators, literary magazines, and small presses.

NATIONAL ENDOWMENT FOR THE HUMANITIES

We urge the National Endowment for the Humanities to continue its important support of bibliographic and preservation efforts in America's research libraries and other repositories, its support of humanities programs in our public libraries, and its title subsidies to scholarly publishers.

SMALL BUSINESS ADMINISTRATION

We encourage the Small Business Administration to grant financial assistance to eligible small publishers and booksellers whose primary business is the communication of ideas. We also urge that the organizers of the upcoming series of White House Conference meetings on small business devote attention to the problem of overcoming illiteracy and aliteracy.

FEDERAL COMMUNICATIONS COMMISSION

We encourage the Federal Communications Commission to establish a private telecommunications line service for libraries. Without such a class of service, recent drastic increases in telecommunications costs will prevent libraries and library networks from performing their historic role of providing universal access to information.

U.S. POSTAL SERVICE

We urge the U.S. Postal Service to apply preferred postal rates for books and other educational materials in a diligent and consistent manner. We also encourage the Postal Service to continue to issue commemorative stamps that promote books, libraries, and reading, such as "America's Libraries" (1982), the "Library of Congress" (1982), "Frank Laubach" (1984), and "A Nation of Readers" (1984).

FEDERAL HIGHWAY COMMISSION

We applaud the use in twenty-two states of the new national logo for libraries, which shows a person reading. We encourage the Federal Highway Commission to use this standardized symbol to direct citizens to the nearest public library.

WHAT THE LIBRARY OF CONGRESS CAN DO

LEADERSHIP

Through its essential and vigorous support of this nation's bibliographic network and through leadership in establishing standards in cooperative programs, the Library of Congress will continue to make resources in all formats more accessible. Its Center for the Book will continue to promote books and reading and support the Culture of the Book.

INFORMATION ABOUT NEWLY PUBLISHED BOOKS

Through the Library of Congress Cataloging in Publication (CIP) Program, cataloging information about each newly published book is printed in the book itself, making new books available to readers more quickly. Children's books include an annotation that briefly describes the contents of the book, a useful device for librarians and potential readers alike. In order to provide a similar service for adults, the Library is exploring with publishers and the library community the use of a descriptive annotation, provided by the publisher, for book titles included in the Library's CIP program.

ONLINE READING LISTS FOR THE NATION'S LIBRARIES

To help potential readers answer the question "What's a good book on _____?" the Library of Congress is planning to expand the "Read More About It" concept to include short reading lists on current topics that will be made available, through the computer, to the nation's libraries. Produced at the Library of Congress by subject specialists, the lists will suggest several good books and articles on current topics that should be available in local libraries or bookstores.

NEW REFERENCE WORKS FOR THE BLIND AND PHYSICALLY HANDICAPPED

The first voice-indexed dictionary for the blind and physically handicapped was produced by the National Library Service for

the Blind and Physically Handicapped of the Library of Congress in 1984. Based on the *Concise Heritage Dictionary* published by the Houghton Mifflin Company, the audio-dictionary contains 55,000 entries recorded on fifty-five cassettes. This new effort to make major reference works available for the first time to blind and physically handicapped readers will be expanded substantially in 1985.

INFORMATION ABOUT LITERACY AND READING PROJECTS

The Library of Congress is expanding the scope of its National Referral Service to include current information about organizations throughout the country that are concerned with literacy and reading development. This information will be readily available to members of the public by telephone and by mail.

ACKNOWLEDGMENTS

The Center for the Book in the Library of Congress was established by Congress in 1977 to promote books, reading, and the study of the written word—and to find ways for books and other technologies to serve one another and the nation. Each of the Center's projects is supported by private contributions and occasionally by funds from other government agencies. For support of this study of the book in the future, the Center is grateful to the following contributors: U.S. Department of Education, The New York Times Company Foundation, International Thomson Holdings, Inc., McGraw-Hill Foundation, National Home Library Foundation, Book-of-the-Month Club, Ingram Industries Inc., and the College of Arts and Sciences at Virginia Polytechnic Institute and State University in Blacksburg.

The world of books is the most remarkable creation of man. Nothing else that he builds ever lasts. Monuments fall; nations perish; civilizations grow old and die out; and, after an era of darkness, new races build others. But in the world of books are volumes that have seen this happen again and again, and yet live on, still young, still as fresh as the day they were written, still telling men's hearts of the hearts of men centuries dead.

CLARENCE DAY
Author